

Doctoral Programme in Intercultural Linguistics

An Overview of the obligatory courses

Code	Course Title	Instructor(s)
BTKD-NY-NYKK-1	Introduction to cognitive semantics from an (inter-)cultural perspective	Gábor Simon
BTKD-NY-NYKK-2	Introduction to linguistic typology and contrastive linguistics	Nikolett F. Gulyás
BTKD-NY-NYKK-3	(Inter-)cultural approach to grammar	Rita Brdar-Szabó, András Imrényi, Mária Ladányi, Nóra Kugler, Szilárd Tátrai, Gábor Tolcsvai Nagy
BTKD-NY-NYKK-4	Intercultural pragmatics	Ildikó Vaskó
BTKD-NY-NYKK-9	Tutorial seminar 1. Research methodology 1.	Rita Brdar-Szabó
BTKD-NY-NYKK-10	Tutorial seminar 2. How to write and publish a research paper in English?	Veronika Jávör-Szelid
BTKD-NY-NYKK-11	Tutorial seminar 3. Research methodology 2.	Kata Csizér
BTKD-NY-NYKK-12	Tutorial seminar 4.	Rita Brdar-Szabó

Course descriptions of obligatory courses

Gábor Simon

BTKD-NY-NYKK-1: Cognitive semantics from an (inter)cultural perspective

Aims and content:

The aims of the course are (i) to provide an introduction to the linguistic theories of meaning, especially into cognitive semantics; (ii) to discuss the fundamental tenets of the conceptualization approaches to meaning-making, with special regard to the role of culture in cognition; (iii) to explore the canonical models of cognitive semantics and their application in (inter)cultural linguistics.

In addition to providing a smooth introduction into the realm of cognitive semantics, the course also facilitates the application and/or adaptation of this perspective (or its particular models and theories) in individual doctoral research. Thus, beyond discussing the key notions and areas of the field, the analytical and methodological aspects of the cognitive semantic framework are also dealt with.

The course content includes the complexity of linguistic meaning, the notion of cultural cognition, the embodiment hypothesis, image schemas, conceptual models, domains and categories, metaphor and metonymy, and conceptual integration.

Requirements:

- active participation in the discussion about the reading materials,

- carrying out a small-scale (or pilot) analysis on one aspect of the individual research within the framework of cognitive semantics,
- delivering a presentation about the results of the analysis,
- reporting the results in a term paper.

Core Readings:

Evans, Vyvyan 2019. *Cognitive Linguistics. A complete guide*. Edinburgh: Edinburgh University Press. 221–240, 267–299.

Lakoff, George 2006 [1993]. The contemporary theory of metaphor. In: Geeraerts, Dirk (ed.): *Cognitive Linguistics: Basic Readings*. Berlin, New York: Mouton de Gruyter. 185–238.

Lemmens, Marteen 2016. Cognitive semantics. In: Riemer, Nick (ed.): *The Routledge Handbook of Semantics*. London, New York: Routledge. 90–105.

Panther, Klaus-Uwe – Thornburg, Linda L. 2007. Metonymy. In: Geeraerts, Dirk–Cuyckens, Hubert (eds.): *The Oxford Handbook of Cognitive Linguistics*. Oxford: Oxford University Press. 236–263.

Riemer, Nick 2010. *Introducing Semantics*. New York: Cambridge University Press. 1–40.

Sharifian, Farzad 2008. Distributed, emergent cultural cognition, conceptualisation and language. In: Frank, Roslyn M.–Dirven, René–Ziemke, Tom–Bernárdez, Enrique (eds.): *Body, Language and Mind. Vol 2. Sociocultural Situatedness*. Berlin, New York: Mouton de Gruyter. 109–136.

Turner, Mark 2007. Conceptual integration. In: Geeraerts, Dirk–Cuyckens, Hubert (eds.): *The Oxford Handbook of Cognitive Linguistics*. Oxford: Oxford University Press. 377–393.

Yu, Ning 2015. Embodiment, culture, and language. In: Sharifian, Farzad (ed.): *The Routledge Handbook of Language and Culture*. London, New York: Routledge. 227–239.

Nikolett F. Gulyás

BTKD-NY-NYKK-2: Introduction to linguistic typology and contrastive linguistics

The course aims to provide an overview of the major research topics of linguistic typology. The curriculum consists of three main parts; an introduction to the definitions and methods used in typology; an overview of the history of the field; and various topics that have been discussed including word order typology, the typology of case marking, voice typology, types of major alignment patterns, and questions concerning valency and transitivity patterns. The relationship between language types and speakers' communities as well as correspondences between areal diffusion and language types get a special focus during the classes. The course includes several lectures complemented by active collaboration among students. The overall purpose is to develop participants' ability to apply theory in their individual research and to establish a holistic view on linguistic diversity.

Core Readings:

Croft, William 2003. *Typology and Universals* [2nd ed.]. Cambridge: Cambridge University Press.

Dryer, Matthew S. & Haspelmath, Martin (eds.) 2013. *The World Atlas of Language Structures Online*. Leipzig: Max Planck Institute for Evolutionary Anthropology. (<http://wals.info>)

Haspelmath, Martin 2010. Comparative concepts and descriptive categories in crosslinguistic studies. *Language* 86 (3): 663–687.

Moravcsik, Edith A. 2013. *Introducing language typology*. Cambridge: Cambridge University Press.

Song, Jae Jung 2001. *Linguistic Typology. Morphology and Syntax*. Harlow: Longman.

Song, Jae Jung (ed.) 2010. *The Oxford Handbook of Linguistic Typology*. Oxford: Oxford University Press.

Velupillai, Viveka 2012. *An introduction to linguistic typology*. Amsterdam / Philadelphia: John Benjamins.

Rita Brdar-Szabó, András Imrényi, Mária Ladányi, Nóra Kugler, Szilárd Tátrai & Gábor Tolcsvai Nagy

BTKD-NY-NYKK-3: (Inter-)cultural approach to grammar

The course provides modelling of grammar in a cognitive-functional theoretical framework which offers the description of linguistic meaning making and of constructions structuring them via symbolic relations considering embodiment, biological and social embeddedness of language. Phenomena taken from English (as lingua franca), well known and familiar to the students, are used as the starting point in order to approach grammatical constructions of Hungarian. Apart from this, the course has the aim to present a comprehensive cognitive-functional description of Hungarian as well. It will be shown in great detail how Hungarian language makes use of phonological and semantic potential based on the relation of schema and realization, how morphological and syntactic operations of construal are put to use, how meaning making can be captured on the level of systematic connections and contextual realization. On the one hand, the course offers a key to the reception of Hungarian culture approaching it from the study of linguistic conceptualization and behaviour, while on the other hand, – reflecting about general and language-specific phenomena observed in English and Hungarian – it paves the way to a better understanding of social and intersubjective meaning construal in language in general as well.

In addition to Hungarian and English, in order to broaden the acquired knowledge, data from some other, typologically partly similar, partly different languages (mainly Finno-Ugric, German, Romance and Slavic languages) will be taken into consideration as well. At the end of the course the students will be able to carry out contrastive or contrastive-typological analysis in a cognitive-functional theoretical framework and will be expected to compare a linguistic phenomenon of their own choice – preferably taken from their native language – with English and/or Hungarian in form of a case study of publishable quality

Core Readings:

Croft, William 2003. *Typology and universals*. Second edition. Cambridge: Cambridge University Textbooks.

Croft, William – Cruse, Alan D. 2004. *Cognitive linguistics*. Cambridge: Cambridge University Press.

Kövecses Zoltán – Benczes Réka 2010. *Kognitív nyelvészet*. Budapest: Akadémiai Kiadó.

Radden, Günter – Dirven, René 2007. *Cognitive English Grammar*. Amsterdam–Philadelphia: John Benjamins.

Tolcsvai Nagy Gábor 2013. *Bevezetés a kognitív nyelvészetbe*. Budapest: Osiris Kiadó.

Tolcsvai Nagy Gábor (szerk.) 2017. *Nyelvtan. A magyar nyelv kézikönyvtára 4*. Budapest: Osiris Kiadó.

Ildikó Vaskó

BTKD-NY-NYKK-4: Intercultural Pragmatics

The aim of the course:

The course aims to introduce students to concepts related to intercultural pragmatics and develop their ability to analyse and reflect critically on pragmatic issues arising from language use in cross cultural contexts. The course is concerned with the crucial role context and pragmatic principles play in understanding utterances in everyday conversations and other forms of human communication. The focus is how a language system is put to use in social encounters (written or oral) between human beings who have different first languages, different linguistic and cultural backgrounds.

Syllabus outline:

- Current pragmatic theories
- The socio-cognitive approach
- Pragmatic competence
- Context
- Common ground
- Salience
- Politeness and impoliteness

Requirements:

- attendance and participation at the seminar;
- completion of home reading and home assignments;
- a presentation of a topic named in the syllabus
- a seminar paper on a suggested topic in Intercultural pragmatics

Assessment:

The course mark will be based on the quality of the presentation, the paper to be submitted and classroom participation. Without the presentation and the paper, no credit may be obtained for the course.

Core Readings:

Fetzer, A. & Fischer, K. (2006). Lexical markers of Common grounds. Amsterdam: Elsevier

Giora, R. (1999). On the priority of salient meanings: Studies of literal and figurative language. *Journal of Pragmatics* 31 919-929

Haugh, M. (2010). Intercultural im/politeness and the micro-macro issue. In A. Trosborg (Ed.), *Pragmatics across languages and cultures* (pp. 139-166). Mouton de Gruyter.

Kecskés, I. (2014). *Intercultural Pragmatics Oxford: Oxford University Press.*

Kecskés, I. & Zang, F. (2009). Activating, seeking and creating common ground: A socio-cognitive approach. *Pragmatics and Cognition*, 17 (2), 331-355

Stalnaker, R. (2002). Common ground. *Linguistics and Philosophy*, 25(5/6), 701-721

Rita Brdar-Szabó

BTKD-NY-NYKK-9: Tutorial seminar 1. Research methodology 1.

The aim of the course is to introduce participants to selected qualitative and quantitative research techniques and methods. It also aims to enable them to develop the skills required for using appropriate instruments for collecting data, to gain an awareness of the ways to analyze and report qualitative and quantitative data, to familiarize them with the complex process of peer-reviewing and to make them sensitive for ethical issues at all stages of the research process. Students will be graded based their homework assignments, on their classroom work, and on their ppt presentations at the beginning and at the end of the semester. The first presentation has to focus on the research topic of the individual PhD project, the second one should include also a methodological reflexion with a focus on the chosen research method(s), on the description of the research design, on the selected data types and data analysis, as well. Attendance is compulsory.

Readings:

Dörnyei, Zoltán (2007). *Research methods in applied linguistics. Quantitative, qualitative and mixed methodologies*. Oxford: Oxford University Press. Chap. 5.2: Questionnaire surveys. (pp. 101–115).

Litosseliti, Lia, ed. (2010). *Research Methods in Linguistics*. London – New York: Continuum
The European Code of Conduct for Research Integrity. Revised Edition. (2017).
Berlin: ALLEA. All European Academies. <https://www.allea.org/wp-content/uploads/2017/05/ALLEA-European-Code-of-Conduct-for-Research-Integrity-2017.pdf> [27.09.2020.]

Veronika Jávör-Szelid

BTKD-NY-NYKK-10: Tutorial seminar 2. How to write a research paper in English?

Aim and content of the course:

This course is designed to equip PhD students with the essential skills required for writing academic papers in English. It introduces the principles and conventions of scientific writing, guides students in the critical reading and evaluation of research papers in linguistics, and explores the structure, argumentation strategies, and defining features of effective scholarly work. Additional topics include abstract writing, ethical considerations in research and publication, and targeted practice in the grammar and vocabulary most relevant to academic prose. Throughout the course, students will deliver a presentation on their research topic, complete a series of writing assignments, and engage in peer review to develop their editorial and evaluative skills.

Requirements:

- *Participation.* Students are required to be present at the classes, they can miss a maximum of three classes, but they are encouraged to attend each of them.

- *Preparation for the classes.* Students should be prepared for the classes, which means they need to read the required reading material and do the homework regularly. The homework needs to be uploaded to the Teams platform of the class.
- *Presentation.* Students are asked to hold a 20-minute ppt presentation on the topic and outline of their research paper.
- *Writing assignments & correction.* Students are required to write weekly assignments, including parts of a research paper. They will need to correct these texts based on the feedback they get from the teacher and their peers, and at the end of the semester they need to hand in the corrected versions.
- *Giving feedback.* Throughout the semester students will be asked to give feedback on their peers' work.
- *Grading.* The final grade has four components (note that students must not get a one in any of these components): active in-class participation, homework (40%), peer feedback (10%), presentation (20%), corrected parts of a research paper (30%).

Please note that the articles shared in this course may only be used by the students of the course for their own studies and may not be passed on to others.

Recommended readings:

Gastel, Barbara & Day, Robert A. (8th ed.) (2016). *How to Write and Publish a Scientific Paper*. Cambridge: Cambridge University Press.

Lynch, Tony & Anderson, Kenneth (2013). *Grammar for Academic Writing*. University of Edinburgh: English Language Teaching Centre.

Porter, David (3rd ed.) (2007). *Check Your Vocabulary for Academic English*. London: A&C Black Publishers Ltd.

Publication Manual of the American Psychological Association (7th ed.) (2020). Washington, DC: American Psychological Association.

Tankó, Gyula (2011). *Professional Writing. The Academic Context*. Budapest: Eötvös University Press.

Kata Csizér

BTKD-NY-NYKK-11: Tutorial seminar 3. Research methodology 2.

The course aims to develop doctoral students' theoretical and practical competences required for designing and conducting a methodologically sound, coherent, and internationally standard PhD dissertation. It focuses on formulating research problems and questions, critically engaging with the relevant literature, and clearly identifying research gaps. Students work in depth on research design, sampling, instrument development, ethical considerations, and quality control throughout the dissertation process. The course also strengthens advanced academic writing skills and prepares students to present their doctoral research professionally and autonomously.

The content of the course covers the entire research process involved in planning and conducting a PhD dissertation, including needs analysis and the precise definition of the

research problem, the formulation of research questions, as well as the critical review of relevant literature and the identification of research gaps. The course addresses key issues in research design, including design-related, sampling, and instrument development decisions, as well as ethical and quality assurance considerations related to data collection and analysis. Particular emphasis is placed on the development of advanced academic writing skills and on the professional and coherent presentation of doctoral research in both written and oral formats.

Assessment is continuous and based on in-class work; in addition, students are required to submit a 4,500-word take-home paper on their own research.

Readings:

Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE Publications.

Dörnyei, Z. (2007). *Research methods in applied linguistics: Quantitative, qualitative, and mixed methodologies*. Oxford University Press.

Saunders, M., Lewis, P., & Thornhill, A. (2019). *Research methods for business students* (8th ed.). Pearson Education.

This course is taught by several of the tutors of the programme:

BTKD-NY-NYKK-12: Tutorial seminar 4.

The course aims to support the theoretical and methodological design of the doctoral research and to assist the PhD student in the preparation of a detailed research plan to be submitted for the comprehensive examination.